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ABSTRACT

This document, which is designed to showcase effective correctional educational programs and teaching techniques, contains descriptions of five teaching tips submitted by practicing correctional educators. Described first is a multidisciplinary team approach whereby teams of nurses, psychiatrists, social workers, academic teachers, counselors, and others employed at a medium-security correctional institution conduct a drug and alcohol education program for inmates experiencing mental illness, developmental disabilities, and/or behavioral problems. A mentoring program is presented in which computer technology students studying in an environment of individualized instruction serve as technical and experiential advisors (mentors) to other students who have completed less class time than the student mentors. The next two tips reported deal with the importance of teaching the whole person and with having students select quiz questions/demonstration topics from a bag. The final practice shared is a program for acknowledging students' success by selecting students of the month and quarter. (MN)

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TIPS FROM TEACHERS

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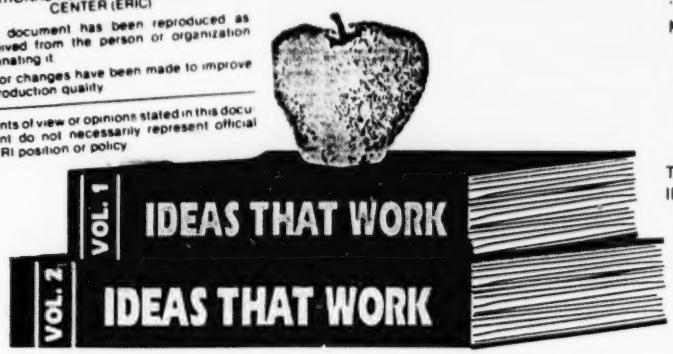

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Multidisciplinary Programming: A Team Approach To Effective Learning

Phil Leader

The Wisconsin Resource Center is a medium security correctional institution specializing in treatment programs for inmates who are experiencing problems in the system due to mental illness, developmental disabilities and/or behavior problems.

In order to meet these treatment needs, the Center offers individualized programming provided by a multidisciplinary team. Programs may include psychiatric and psychological evaluation and treatmentand target specific needs of the individual in personal growth and development, institution adjustment and/or transition into society.

The multidisciplinary team for each individual consists of five or six staff members; it may include nurses, psychiatrists, social workers, academic teachers, counselors and others. Each team works with an average of 12 inmates.

The program is based on a Canadian correctional education paradigm developed by Ross and Fabiano. The goals of the treatment concept are explained in an article, "Time to Think: A Cognitive Model of Offender Rehabilitation," printed in the June 1986 *Journal of Correctional Education.*

When the decision was made to develop multidisciplinary programming, the staff met to assess the needs of the clientele and to brainstorm ideas. It was decided to develop an alcohol and drug education program as a pilot. The staff reviewed relevant classes already in place in the institution and integrated them into a cohesive program.

The staff then developed a curriculum and selected a coordinator. The coordinator's duties included 1) keeping the team on track; 2) maintaining timelines; 3) insuring accountability; and 4) holding regular meetings to coordinate the team's efforts. The team formalized referral criteria, developed the objectives of the program, and the teaching staff wrote the lesson plans.

The staff wrote an inter-disciplinary care plan for each inmate. The care plan states the

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Computing The Chances Of Success: Mentors Enhance Learning In Indivualized Instructions

Cheryl Phoenix

At Shawnee Correctional Center in Southern Illinois the Computer Technology students maximize their class time and minimize their dependence upon the sole instructor by accepting a formal responsibility: becoming mentors. A mentor is a student appointed to be a technical and experiential advisor to a student who has completed less class time than he has (in an all male facility). This pairing is used in an environment of individualized instruction.

Specifically, the mentor is the first resource for the student, and points the student to the proper reference, teaching assistant, or methodology in solving problems. When the mentor is stumped by a problem, the intervention by the instructor gives a learning opportunity to the mentor as well as the novice.

For the novice, the practice minimizes the effects of waiting for an instructor who may be occupied by other students or the usual paperwork of a class with a high paper volume. It also gives the novice practice in teamwork, in accepting help from a peer, in communications and at times in interracial relationships. It reduces the belief that the only person of responsibility is the staff person; and it definitely gives the student more one-to-one attention than is possible from only one instructor per class.

For mentors, this discipline also has several benefits. Some are in common with the novice: communications, teamwork, and relationships. Another is the constant review of completed coursework. Tact in discussing strategies of problem solving and pointing out problems with the novice's work are developed through this interaction, as is the habit of repaying society through service. Self esteem grows through demonstration of knowledge.

Shawnee Corrections Center is a medium security facility, and the Computer Technology program in Illinois is recommended for students who have achieved a 10th grade level in both reading and math. The ethnic mix usually includes African Americans, Caucasians and Hispanics. Mentoring assignments are not made by race, but rather by the willingness of participants. There has yet to be anyone who has been assigned a mentor and earned a Certificate of Computer Technology who has shown any reluctance to become a mentor himself. The benefits of these students' willingness to share knowledge becomes a legacy from one class to another.

Cheryl Phoenix is a Computer Technology instructor at Shawnee Correctional Center in Vienna, Illinois.

Words of Wisdom

Sally Brayton

Perplexed by a student's characteristics, I called a former teacher and mentor. The advice she gave me was simple but true and very wise: "A good teacher teaches the whole person."

Sally Brayton teaches Commercial Graphic Arts at Florence Crane Women's Facility in Coldwater, Michigan.

It's In The Bag

Millard Beavers

Training in my custodial maintenance classes is practical lectures, videos, demos and on the job training. Class size is ten students in the morning and ten in the afternoon.

After reading assignments, lectures, or demonstrations, I like to quiz my students on what they know. I put different topics on pieces of pieces of paper in a bag. Students pick a topic out of the bag and are required to show and tell the class how the routine is done.

Sometimes I tape questions under student chairs before they come to class for the same effect.

Millard Beavers teaches Custodial Maintenance Technology at SPSM Central Complex School in Jackson, Michigan.

Multidisciplinary Programming

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goals, treatment interventions and programs to be used to meet the needs of each inmate. This information isused to match inmates with the appropriate multidisciplinary program.

Initially staff volunteered to be part of a team. Picking an individual was based on interest, expertise, and time available. Teachers divided their time between academic and multidisciplinary programs. As the programs grew to become an integral part of WRC treatment, all professional staff were required to do at least one group of inmates a week.

Program Fine Tuning

As the programs evolved practical considerations directed adjustments and there were some obstacles to overcome: 1) The full support of the administration and institution was needed. 2) Some of the staff over volunteered; consequently, they lacked time to do justice to classes, or at times had conflicting duties. 3) Just a few staff showed lack of interest when required to do a group. (But this quickly changed). 4) At times it was difficult to schedule staff for a group because of rotating schedules. 5) Most of the non-educational staff lacked skill in curriculum development, classroom dynamics or classroom instruction. To remedy this, teachers then acted as advisors, did team teaching, developed curriculum and wrote lesson plans. However, each staff person's experiences and expertise were integrated into the curriculum.

As the program underwent fine tuning, several issues were addressed. Staff development needs were met by attending training (conferences such as CEA's were a good source). Staff was given prep time to update and develop new materials. Staff was given access to a computer system so all printed materials could be entered and stored for easy revision. Staff was given the opportunity to network with colleagues in other settings, which included something as simple as visits to other institution sites.

At regular meetings, the team and coordinator evaluated participants, reviewed program content, ordered new materials, disseminated information and problem solved.

To ensure a comprehensive, coordinated program, it is imperative that all team members (coordinators, teachers, facilitators) have available the referral criteria, lessons plans (objectives, activities, etc.), handouts, worksheets, AV summaries, pre- and post- tests, evaluation forms, and certificates.

Some Do's and Do Not's

There are some "do's" and "do nots" for a successful multidisciplinary program.

1) **Do** start with one program.

2) **Do** emphasize the amount of staff time involved in starting, formalizing and maintaining a multidisciplinary program.

3) **Do** understand that there is more work to formalize and maintain a multidisciplinary program than there is to start one.

4) **Do** go to training and conferences.

5) **Do** update the materials continuously.

6) **Do** use community resources.

7) **Do not** start from scratch.

8) **Do not** reinvent the wheel. There are many resources available, including prepared curricula that are applicable to starting a program.

Phil Leader teaches at the Wisconsin Resource Center in Winnebago. He teaches two components and has been the coordinator for the Pre-Release Multidisciplinary Program since 1988.

He writes that the most challenging aspect of the position is being responsible for the continuous updating of the class materials and handouts which are used by the teachers and facilitators.

The most rewarding part of being a coordinator is working with the Pre-Release team, consisting of two other teachers, a social worker, a recreational therapist, a psychologist and the school education director. This team effort has made the program a success.

Tips From Teachers: Ideas That Work was developed in response to member requests for information that can be immediately applied. *Tips* will

- showcase effective correctional education programs
- describe unique attributes of state/provincial correctional education systems
- highlight effective teaching techniques

Are you using something in your classroom, shop, or program that others could use? Do you have an effective program that could be duplicated or modified? *Tips* would like to know about it.

Submissions should be from correctional educators with experience in a shop/classroom or in supervising correctional education programs.

Teaching tips should include information on the level of education, objectives, and materials as well as methods. Program descriptions should include facility, size, curriculum set up, staff and materials used. Friendly editing help is available.

Mail submissions to:
Ruth Perkins, Editor
112 Oak NE
Albany OR 97321

Tips thanks all those who sent articles. Continued publication depends entirely on receiving articles from you. Do not wait for an invitation.

Ruth Perkins is an instructor in the inmate education program at Chemeketa Community College, Salem, Oregon.

Point By Point: Acknowledging Success

By Gloria Myers

Student of the Month

We use a student of the month log for each student in the computer lab. On a daily basis we record how the students are doing. Categories are:

Conduct
Class participation
Performance of work
Attitude toward class
Attitude toward School Aides/Teacher
Attitude toward class work
Tardiness
Daily Attendance

Zero to five points are awarded daily in each category. The points are averaged at the end of the month. Students with the highest average in each class are students of the month.

The students' names are posted on a bulletin board. They have the option of playing a computer game, making a card or typing a letter home. We also give them a certificate.

This is quite successful and creates enthusiasm.

Student of the Quarter

For problem students we are awarding a Student of the Quarter with the cooperation of our local Jaycee Chapter and Peer Counselors. Students with "bad" or "don't care attitudes" are asked to see a peer counselor.

The peer counselor encourages the students. Many of the peer counselors are former students who received their GED.

At the end of the quarter, the teachers decide who is the most improved and submit their name for the award. Two awards are given in the form of a plaque donated by the Jaycees.

Winners also have their picture taken. The plaque and photo are on display for 30 days at the Education Building.

Gloria Myers is an academic teacher at Cross City Correctional Institution in Cross City, Florida. She was the 1992 Region VIII Teacher of the Year.